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ABSTRACT

A project was conducted to develop a model for evaluating specialized and traditional programs in marketing and distributive education. The project included a review of literature containing information regarding the points of view expressed by advocates of the specialized, traditional, and middle-of-the-road approaches to program planning in marketing and distributive education. It also contained identification of a specific evaluation process model with selected research tools which could be used to implement the model. Components of the model were indicated as follows: a comprehensive needs assessment, the development of goals and objectives for the program, the statement of criterion questions based on the goals and objectives, the collection of data, data analysis, determining recommendations, and making decisions which lead to program improvement. In addition, planning tools and research tools which help to implement this model were identified. Recommendations for improving evaluation procedures were made. A bibliography is included in the publication. (KC)

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FINAL REPORT

A MODEL FOR EVALUATING SPECIALIZED AND TRADITIONAL PROGRAMS IN MARKETING AND DISTRIBUTIVE EDUCATION

By

Carolyn G. Litchfield
Project Director

June 1980

A Cooperative Effort of the

University of Kentucky
Department of Vocational Education
and the
Kentucky Department of Education
Bureau of Vocational Education
Research Coordinating Unit

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PREFACE

A project of this nature could not be completed without the cooperation and assistance of many persons. The following persons worked together in order to make this particular project possible:

- Mary Craycraft and Cindy Converse, Graduate Assistants, assisted with all phases of the project.
- Selected members of the EDV 516 class served as members of the panel of experts for instrument development.
- Judy Sherrow pilot tested the instruments.
- Florence Whitaker did the bookkeeping associated with the project.
- Sheila Onkst and Cheryl Rowland typed the Final Report.

A very special thank you to these people. In addition, thanks to Lou Perry, Coordinator, Research Coordinating Unit, and members of the Marketing and Distributive Education Unit -- Bill Jeffrey, Bill Asher and Jim Cole -- for their support of the project.

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Chapter 1

INTRODUCTION

What are we all about? Where are we at the moment? Where might we go in the future? What directions will we take in order to reach these future goals? How will we know the degree to which we have met these goals?

These questions are addressed through comprehensive planning and evaluation efforts. Such questions were explored as this project, A Model for Evaluating Specialized and Traditional Programs in Marketing and Distributive Education, was developed.

Background

What is marketing and distributive education? What is the mission of marketing and distributive education programs? Trapnell (1979, 3) provided an answer to the first question as follows:

> Marketing and distributive education is vocational instruction for marketing careers. It represents a vast array of programs designed to prepare individuals to enter, progress or improve their occupational competencies in a marketing career.

In order to answer the second question, one must examine the aims and objectives of marketing and distributive education.

The aims and objectives of marketing and distributive education define its mission. They are related to the goals of our democracy, the goals of education, and the purposes of vocational education. Crawford and Meyer (1972, 26-32) identified these aims and objectives as follows:

1. Preparation for gainful employment and for advancement in marketing and distributive education is the primary goal of the program.

2. The marketing and distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American democracy.

3. The program should foster an awareness of the civic, social, and moral responsibilities of business to society.

4. The program should encourage and promote the use of ethical standards in business and industry.

5. The program should stimulate the individual student's interest in a chosen marketing and distributive career field by providing the student with an understanding of the opportunities it offers him or her to be a contributing member of society.

6. The program should prepare marketing and distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently and pleasantly.

7. The program should provide training that results in increased efficiency in distribution and marketing.

8. The program should contribute to the improvement of the techniques in distribution and marketing.

9. The program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical, and educational developments, and adapt to such changes.

10. The program should advance the objectives of the total educational program.

11. The program should strive to develop among employers, employees, and consumers a wider appreciation of the value of specifically trained personnel in distribution and marketing.

They must be considered when designing and evaluating marketing and distributive education programs.

Program Design for Marketing and Distributive Education

The curriculum content in marketing and distributive education is derived from the functions of marketing. Marketing and distributive education curriculums should include the area of personal development, including human relations and occupational adjustment; the application of basic skills in mathematics and communications to distribution; development of marketing

skills; appropriate product or service technology; and basic economic understandings. As Crawford and Meyer (1972, 39) state:

> There is almost unanimous concensus among leaders in distributive education concerning the competency areas with which the distributive education curriculum should be concerned. These areas are: (1) the social competency area, (2) the marketing competency area, (3) the product or service competency area, and (4) the basic skill competency area. Marketing and economics provide the structural foundation supporting these four competency areas. Included in the social competency area are career development and adjustment.

Marketing and distributive education encompasses a full range of occupations on which to base curricula. Specific occupational clusters for marketing and distributive education are presented in Table 1. These clusters include instruction for a wide range of occupations from entry level through ownership and management. This provides a wide range of options for a curriculum base in marketing and distributive education. However, any curriculum base should be determined through a comprehensive needs assessment of the marketing area to be served. Some options include specialized curriculum or a series of specialized curricula. On the other hand, a general marketing curriculum might be developed to provide students with the knowledge, skills and attitudes needed for marketing employment in a variety of industry areas. Another option would be a combination general marketing and specialized option approach. General marketing might be a pre-requisite for a specialized option approach.

According to information presented in the Occupational Outlook Handbook (1978), more than 13 million new workers will be needed in marketing by 1985. When determining curriculum options, program planners must work carefully with representatives of the marketing community in order to meet future needs for workers within marketing careers.

Marketing and distributive education programs are offered in a wide variety of settings. Some specific delivery systems are identified in

Table 1

OCCUPATIONAL CLUSTERS FOR MARKETING
AND DISTRIBUTIVE EDUCATION

Advertising and Display Services. Representative careers include: copywriter, media buyer, display manager, direct-mail specialist, broadcast announcer and advertising manager.

Apparel and Accessories Marketing. Graduates are prepared for such jobs as salesperson, buyer, manufacturer's sales representative and merchandise manager.

Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing. Emphasizes the development of skills needed in marketing cars, vans, trucks, recreational vehicles, tractors, other farm vehicles and implements and related parts and accessories. Career opportunities include parts counterperson, automobile salesperson, manufacturer's sales representative, farm equipment dealer and zone manager.

Finance and Credit Services. Centers on the marketing functions and tasks performed by employees and management personnel in such financial institutions as commercial banks, savings and loan associations, credit agencies, credit unions, consumer finance companies, collection agencies, security and commodity brokerage houses, and in the credit department of retail, wholesale and manufacturing establishments. Graduates are prepared for such occupations as bank teller, securities salesperson, brokerage clerk, credit manager and mortgage broker.

Floristry, Farm and Garden Supplies Marketing. Prepares specialized marketing employees and management personnel who work with floristry, farm and garden supply retailers and wholesalers. Marketed items include live plants, cut flowers, floral arrangements, artificial flowers, plants, garden supplies, garden equipment, feed, seed, fertilizers and other supplies used in farm production. Students are trained for such jobs as floral trimmer, floral designer, buyer of farm supplies, feed and seed salesperson, floral wholesaler and florist.

Food Services Marketing. Trains students for employment in and management of restaurants and fast food businesses. Career options include food vendor, service salesperson, dining room supervisor, maitre d', catering manager, food and beverage control manager and restaurant manager.

General Merchandise Retailing. Develops competencies needed in mass merchandising for such businesses as department stores, variety stores and multi-line drug stores. Graduates may pursue jobs as credit interviews, customer service clerks, credit investigators, salespersons, department managers, buyers, display managers and merchandising managers.

Hardware and Building Materials Marketing. Offers training for personnel in retail, wholesale and manufacturing firms who market such products as hardware, paint, wallcoverings, lumber, building materials, electrical equipment, plumbing materials, heating and air conditioning equipment and related supplies. Graduates find employment in such jobs as parts counterperson, freight handler, purchasing agent, parts manager, manufacturer's sales representative, zone manager and store manager.

Home Furnishings Marketing. Prepares students for specialized marketing and management positions with home furnishing retailers, wholesales and manufacturers. Products marketed include furniture, home appliances, floor coverings, draperies, gift items and other specialized lines such as linens, lamps, chinaware and antiques. Graduates are prepared for such jobs as furniture appraiser, antique dealer, floor covering estimator and furniture inspector.

Table 1 (Continued)

Hotel, Motel and Lodging Services. Focuses on the marketing functions performed by personnel who provide lodging, meals, convention or camping facilities and other accommodations. Students prepare for such jobs as front desk clerk, sales representative, front desk manager, convention coordinator, reservation manager, camp manager and hotel/motel manager.

Industrial and Institutional Marketing. Trains students to market industrial products used by businesses, production industries, professional organizations, hospitals, and governmental agencies and institutions. Graduates are prepared for such careers as materials handler, marketing research interviewer, purchasing agent, traffic manager, commission broker and salesperson.

Insurance. Teaches techniques used in bearing risk by businesses and by individuals. Marketing areas include health, life, casualty, automobile and liability insurance. Graduates may pursue careers as claims processors, estate planners, insurance salespersons or insurance agent.

International Marketing. Covers principles of exportation, trade embargoes, importation and demand creation in foreign markets. Graduates qualify for such positions as import-export clerk, export traffic manager, trader, foreign salesperson and customs house broker.

Personal Services Marketing. Focuses on the skills needed by marketing and management personnel who work for such businesses as laundries and dry cleaning establishments, photography studios, beauty shops, beauty spas, pet care chops, rental businesses and barber shops. Career opportunities include such jobs as rental clerk, funeral attendant, pet shop salesperson, cemetery director, leasing agent, kennel operator and beauty shop manager.

Petroleum Marketing. Offers instruction in the various marketing tasks performed by employees in retail and wholesale firms that distribute petroleum products. Students are prepared for such careers as jobber, field representative, bulk plant manager, marketer, fuel agent, service station attendant and service station manager.

Real Estate Marketing. Centers on marketing tasks related to buying, selling, appraising, renting, managing and leasing residential and commercial property. Graduates may obtain such jobs as title clerk, right-of-way buyer, resident manager, appraiser, lease buyer, real estate agent, condominium manager and industrial development manager.

Recreation Marketing. Trains marketing personnel for business providing amusement, recreation, entertainment, sporting or sightseeing services. Graduates are prepared for such positions as booking agent, reservation agent, salesperson, buyer, golf club manager and theater manager.

Transportation and Travel Marketing. Emphasizes the efficient and effective movement of people and products through services provided by such industries as the airlines, trucking, freight and passenger railroads and shipping companies. Students are prepared for such career opportunities as airline attendant, rate clerk, ticket agent, cargo agent, stationmaster, travel agent, group tour sales manager and terminal manager.

Business Services Marketing. Prepares students to provide marketing services to other businesses, including sales, buying, marketing research, management and consulting, protective services, public relations, financial services, building maintenance, employment services and equipment rental and leasing. Graduates from these curricula are prepared for such opportunities as telephone surveyor, employment interviewer, auctioneer, liquidator, professional demonstrator, jobber, broker, sales consultant, store security designer and distributor.

Table 1 (Continued)

Business Ownership (Entrepreneurship). Focuses on business location, finance, personnel management, purchasing, promotion and operations control. Students learn skills needed to own, operate and manage their own businesses.

Source: Trapnell (1979, 5-9).

Instructional programs in marketing and distributive education are operated under the cooperative organization plan, a project organization plan or a combination of these plans. If the cooperative plan is utilized, classroom instruction will be combined with alternating periods of on-the-job training in marketing occupations related to the student's career goal. As Trapnell (1979, 12) describes it:

> The term "cooperative" reflects a working relationship between the educational institution and the marketing community. Training sponsors are carefully selected in the business firm to coordinate the learning experiences provided in the work setting. Training plans are developed cooperatively by the teacher-coordinator and the training sponsor to insure the development of required job skills. Students are paid and given academic credit for their occupational experience.

Project plan programs combine classroom instruction with supervised laboratory activities related to students' career goals. They might include simulations, work in a local business, or operation of a bookstore, boutique, food service business or other agency within the educational institution itself.

Distributive Education Clubs of America (DECA)--the co-curricular student organization for marketing and distributive education students--provides opportunities for students to further develop the competencies required in marketing occupations. It is regarded as an integral part of the instructional program. Chapter activities complement the total instructional program. According to Trapnell (1979, 11):

> Opportunities for leadership development are provided in a student-centered environment. A DECA-supported awards program recognizes student achievements in various areas of study. But perhaps DECA's greatest contribution is in motivating students to learn how to perform as leaders and how to cooperate as members of a team.
>
> The broad purposes of DECA are symbolized by the four points of the diamond which form the DECA emblem: vocational understanding, civic consciousness, social intelligence and leadership development. The chapter activities planned around these major purposes help to interpret marketing and distributive education programs to business people, faculty, parents and other students.

Table 2. Creative program planners are also offering programs on-site within business and industry. They have presented programs in shopping center malls. In addition, mobile units have been utilized to bring programs to people. As a result of this, marketing and distributive education programs serve persons of diverse talents, abilities, interests, cultural backgrounds and ages.

Table 2

DELIVERY SYSTEMS FOR MARKETING AND DISTRIBUTIVE EDUCATION

Marketing and distributive education programs are offered in:

- Middle/junior high schools (The focus at this level is on an orientation to and exploration of career opportunities in marketing.)
- High schools
- Community colleges
- Technical institutes
- Area vocational-technical education centers
- Colleges and universities (lower division)
- Other (including correctional institutions, vocational rehabilitation centers, schools for the blind)

Source: Trapnell (1978, 12)

Client groups include: the gifted, the handicapped, the disadvantaged and the general student.

Marketing and distributive education programs offer two major types of instruction--preparatory and supplementary. Preparatory instruction is provided for persons who want to prepare for their first job in marketing. It is available for high school students, out-of-school youths, high school graduates or adults who are interested in developing the attitudes, skills and knowledge necessary for gainful employment in marketing. Supplementary instruction is offered to persons who are already employed in a marketing occupation but want to update their competencies or prepare for a position of increased responsibility.

Program Evaluation

The evaluation of marketing and distributive education is a continuous process whether it is a formal program appraisal or a casual observation of the personal appearance of the students enrolled in the program. One of the objectives of evaluation is improvement--improvement of teaching, coordination, guidance, public relations, and improvement of program operation. According to Moss (1968, 2), evaluation is demanded on moral, social and scientific grounds:

> A moral obligation to provide students with the best program possible;
> A social obligation to spend the public investment in vocational, technical, and practical arts education with the greatest efficiency for society's ultimate welfare;
> A scientific obligation to measure outcomes to confirm or deny hypotheses in order to produce verifiable knowledge.

Evaluation is a matter of great concern in this era of program accountability.

In response to the question, Why evaluate?, Wentling and Lawson (1975), indicate that there is a need for evaluation if vocational educators are to insure the accountability of expenditures. Evaluation may also be used to aid both planning and decision making.

While the reasons for evaluation are positive ones, the term "evaluation" can be very threatening to some teachers and other school personnel. This is partly because of the supposition with regard to some things that may rest on it. Perhaps there are questions of tenure, promotion, or salary. There could be curtailment of program, failure to gain facilities perceived to be needed, or possible disapproval by an accreditation agency.

Uniformity of criteria from one school system to another makes possible cross comparisons from one school to another, but such comparisons are valid only if the two or more schools and their environment are alike in all respects. Therefore, most school people and the general public have only a token interest in comparison of one school with another.

It should be recognized that program evaluation truly is an effort of research. The overall excellence and acceptability of an evaluation effort will depend a great deal on the extent to which sound research techniques are applied. These refer to development or selection of instruments, analysis of data and interpretation of them.

Recently, a great deal of emphasis has been placed on accountability. This does not mean merely an accounting for the federal dollars spent. Much of the financial support for vocational education comes from state and local sources. Those who support vocational education are justified in asking for accountability. As the public is asked to invest additional dollars in vocational education, the issue is not "Do we evaluate?" The issue has become, "How do we evaluate?"

The Problem

Through this study, the researcher sought to answer the following question: How might we evaluate traditional and specialized programs in marketing and distributive education? The major objective of this project was to develop a model for evaluating specialized and traditional programs in marketing and distributive education. The project included a review of literature containing information regarding the points of view expressed by advocates of the specialized, traditional, and middle-of-the-road approaches to program planning in marketing and distributive education. It also contained identification of a specific evaluation process model with selected research tools which could be used to implement the model. The methodology section describes the specific procedures used to conduct the project.

Methodology

The following procedures were necessary in order to conduct this project effort:

1. A background frame of reference was developed for the project. It included a definition of marketing and distributive education; information regarding the national perspective of the aims and objectives of marketing and distributive education; information regarding program design for marketing and distributive education; plus selected information regarding evaluation. This information was obtained through a comprehensive review of literature.
2. A theoretical framework regarding specialized and traditional approaches to marketing and distributive education was identified through a comprehensive literature review. This literature review also presented information regarding what may be defined as a middle-of-the-road approach. It was followed by a summary of the key issues raised by advocates of each of the aforementioned approaches.
3. Selected literature regarding program evaluation was utilized in order to identify the evaluation process model for marketing and distributive education.
4. Selected literature regarding planning and evaluation was utilized in order to identify planning and evaluation tools which might be used in order to implement the evaluation process model.
5. It was determined that certain planning and evaluation tools were necessary for the evaluation model:
   a. Some of these tools were already developed and available. They included: the Local Plan for Marketing and Distributive Education, Weekly Planning Calendars, a Student's Program

Evaluation Guide, Guest Speaker Evaluation, and Learning Activity Package Opinionnaire.

b. Other tools needed to be developed. A draft copy was presented for the following: the Survey of Distributive Businesses, Student Interest Surveys, Student Rating of Teacher, Training Station Evaluation by Student, Student Evaluation: The Student Organization, Field Trip Evaluation for Teacher Use, and Field Trip Evaluation for Student Use.

6. A panel of experts reviewed the total package of planning and research tools for content and face validity.
7. With the exception of the Local Plan for Marketing and Distributive Education, the package was pilot tested by Ms. Judy Sherrow in a marketing and distributive education program at Henry Clay High School in Lexington, Kentucky.
8. Based on information obtained through the pilot test and the fact that many of the research instruments had been used previously, these instruments were presented as an aspect of the model.

Summary

This chapter was introduced through a series of questions. As the chapter developed, a background frame of reference was presented for the project. Next, the problem was stated. It was followed by the methodology section describing the procedures necessary for conducting this project.

The remainder of the project is organized as outlined herein. A review of literature regarding program approaches is presented through Chapter 2. Results of the project are described in Chapter 3. In Chapter 4, each finding is presented followed by additional data supporting the individual finding. Conclusions and recommendations regarding each finding are presented next. The Bibliography follows Chapter 4. Tools for planning and evaluation are included in the Appendices.

Chapter 2

REVIEW OF LITEATURE

Recently, emphasis has been placed on the narrow based or specialized program versus the broad based or traditional program in marketing and distributive education. However, it appears that no research base exists which supports the superiority of one program over the other. Eggland (1977) also reached this conclusion when he studied the need for specialized programs in post-secondary schools. The review of literature presents much of the information included in the Eggland research.

The Approaches

Three approaches to marketing and distributive education programs have been identified as follows: general, specialized and middle of the road. Information proposed by advocates of both the general approach and the specialized approach is presented. The middle-of-the-road approach is also presented, followed by a summary of the key issues raised by the advocates of each approach.

The Generalized Approach

Advocates of the generalized program--Goins (1968), Kaufman and Brown (1968), Ashmun and Larson (1970), Venn (1971), Patton (1971), and Leighbody (1972)--maintain that an individual with a broad background is more flexible and adaptable to changes in the employment needs of a rapidly changing work force. They indicate that students should be educated for the field of marketing--not trained for narrow and specific jobs.

Leighbody (1972) indicates that initial employment is important, but a high degree of specialization in the vocational subjects is not needed for successful placement. Instead, it is the broadly prepared worker, not the narrowly trained specialist, who has the best chance for career growth and occupational continuity. He writes that there is no reason to believe that broadening the vocational curriculum to include general objectives will result in watering down or abandoning vocational outcomes as some vocationalists seem to fear . . . the ideas that employers generally desire the schools to train students to perform the exact skills needed in particular jobs has never been born out by actual experience. Leighbody asserts that all available evidence suggests that it is not necessary for occupational education to emphasize specialized work skills at the expense of general education in order to satisfy the expectations of employers. The most saleable skills are likely to be those who are non-specialized. Leighbody also suggests that a program which results in knowing a little about a great many things may produce a shallow person while knowing a great deal about a narrow field results in an equally deficient education. Technology has increased the number of occupational specialities, yet it has also created a need for the broadly trained and educated employee rather than the limited specialists.

Kaufman and Brown (1968) as well as Ashmun and Larson (1970) point to the rapid change argument and suggest a generalized cluster approach to the curriculum. It is more realistic to plan and train for occupational clusters than for specific occupations. Hopefully, this will allow greater flexibility and smoother adjustments of supply in response to changes in demand. Ashmun and Larson write that curriculum research strategies have centered around the cluster approach which prepares persons for a family of occupations instead of a single occupation. This they maintain allows the worker to move forward with technological change. Venn (1970) lends support to

the rapid change point-of-view: the high degree of specialization found in many vocational programs appears to be misguided in light of the fact that many people can look forward to five or six occupational shifts over a forty-year period.

Robinson (1967) and Goins (1968) round out the generalists' position by referring to the needs of business and industry. Robinson suggests education of the middle-manager must be largely a company affair because the information worked with at that level originates within the corporate system. Goins cites a typical research finding which indicates two-thirds of businesses select and promote middle-managers from among their present employees.

The Specialized Approach

Advocates of a specialized program approach base their arguments on essentially the same evidence the generalists base their thoughts, i.e., the notion of adapting to rapid change.

Swanson (1969) and Lucas (1968) set forth the strong feelings which advocates of the specialized curriculum possess. Swanson warns that curriculum developers should move cautiously lest they prepare generalized jacks-of-all-trades and masters of none. Efforts to make the curriculum more general do not substitute for the need for specificity in vocational training. The curriculum should enable a student to attain a basic saleable competence. They suggest that marketing and distributive education is facing an age of specialization that will not tolerate generalists. Elias and Reece (1978), Lynch and Kohns (1978), Harris (1979), and Trapnell (1979) have presented creative specialized program model possibilities. In addition, they have indicated that workable specialized programs exist and that graduates of such programs are employable. Research data regarding such programs are not available.

Haynes (1968) indicated that one of the underdeveloped opportunities in marketing and distributive education is that of specialized programs in community colleges serving a specific industry. Lucas (1968) asserts that each distributive education curriculum within post-secondary educational systems should be organized to serve a specific area of employment.

Spautz (1971) looks at current developments within industry and concludes: the trend seems to be for organizations to rely on outside resources for developing training programs and phasing out large on-site staffs. There seems to be less reliance on standard, classroom-like seminars through which managers are passed in a routine fashion and more emphasis on tailor-made programs for specific groups or individuals.

A Middle-of-the-Road Approach

Gillie (1973) suggests further analysis and advances a middle-of-the-road resolution. In the final analysis, the orientation of the program should be determined by the perceived job needs in that occupational area and the kinds of students available for entry into the program. One type of student is best fitted for broad-based programs, while a second kind of student is best suited for narrow-based programs. Job needs in the particular occupational area should be carefully analyzed to determine whether the needs of the business-industrial community would be best served by the broad-based or narrow-based program. The two factors together, available jobs within the occupational area and the kinds of students interested in those kinds of jobs, should be the major factors behind making a decision about program orientation.

According to Gregoire (1967), the International Organization for Economic Cooperation and Development (OECD), whose member nations include all European Common Market countries, Canada, Japan, and the United States, advocates a middle-of-the-road vocational curriculum. The position of the organization calls for: (1) increasing emphasis on cultivating general intelligence, abstraction, and basic academic skills; and (2) skilled operatives who can

adjust to rapid changes, that is those who have a wider and more thorough basic training.

Summary

Advocates of the general approach maintain: (1) a high degree of specialization is not needed for job placement, (2) the broadly trained worker has the best chance for career growth, (3) a generalized cluster approach is more realistic than a variety of specialized programs, (4) rapid change places the specialists in danger of becoming anachronistic, and (5) businesses seek specialists from within the organization as opposed to hiring them directly from schools. These advocates also maintain that the broadly prepared individual is more capable of adapting to rapid changes and career growth opportunities than the narrowly prepared specialists.

Those advocating specialized preparation suggest that generalists have prepared jacks-of-all-trades and that business and industry do not want generalists. They specifically maintain that: (1) efforts to make the curriculum more general tend to produce jacks-of-all-trades and masters of none, (2) the specialized worker has the best opportunity for career growth, (3) few instructors have had the preparation to properly teach marketing and distributive education, and (4) businesses are relying on outside resources for developing tailor-made programs and phasing out large on-site training staffs. They also point out the need for specialized programs at post-secondary levels.

The middle-of-the-road approach suggests that we train the idealistic versatile specialists. Advocates of this maintain the need for: (1) placing increased emphasis on cultivating general intelligence, abstraction, basic academic skills, and (2) training skilled operatives who can adjust to rapid changes. Because the needs of business and students vary, it is necessary to offer a flexible curriculum.

Neither the generalists or the specialists has obtained hard data to support its position. To date the literature is limited to "I believe this about that" statements supported by casual empiricism. Therefore, it appears that additional research is necessary if educators are to support one plan over another. Programs must be based on the needs of the local community irregardless of approaches used. Eggland (1980) suggests that the resolution of the dilemna rests in the peaceful and productive co-existence of the generalized and the specialized approaches.

Chapter 3

RESULTS

Program evaluation must be considered a continual and vital aspect of educational management. Evaluation and program planning are intricately interdependent. Evaluation must be included in program planning, and the program that is planned and operated should have evaluation built into it, not considered as an after thought. These concepts were considered in the process of identifying the evaluation model for marketing and distributive education.

A program evaluation model for marketing and distributive education will need to include a comprehensive needs assessment, the development of the program philosophy, the development of goals and objectives for the program, the statement of criterion questions based on goals and objectives, and the collection of data in order to determine the degree to which objectives have been met. Next, the data must be analyzed. Based on the analysis of data, recommendations should be formulated and decisions made regarding the manner in which the program might be improved. The program evaluation model developed by Harold M. Byram and Floyd L. McKinney and presented by the National Center for Vocational Education (1978) includes these items. It is illustrated in Figure 1. A discussion regarding the application of this model to planning and evaluation follows.

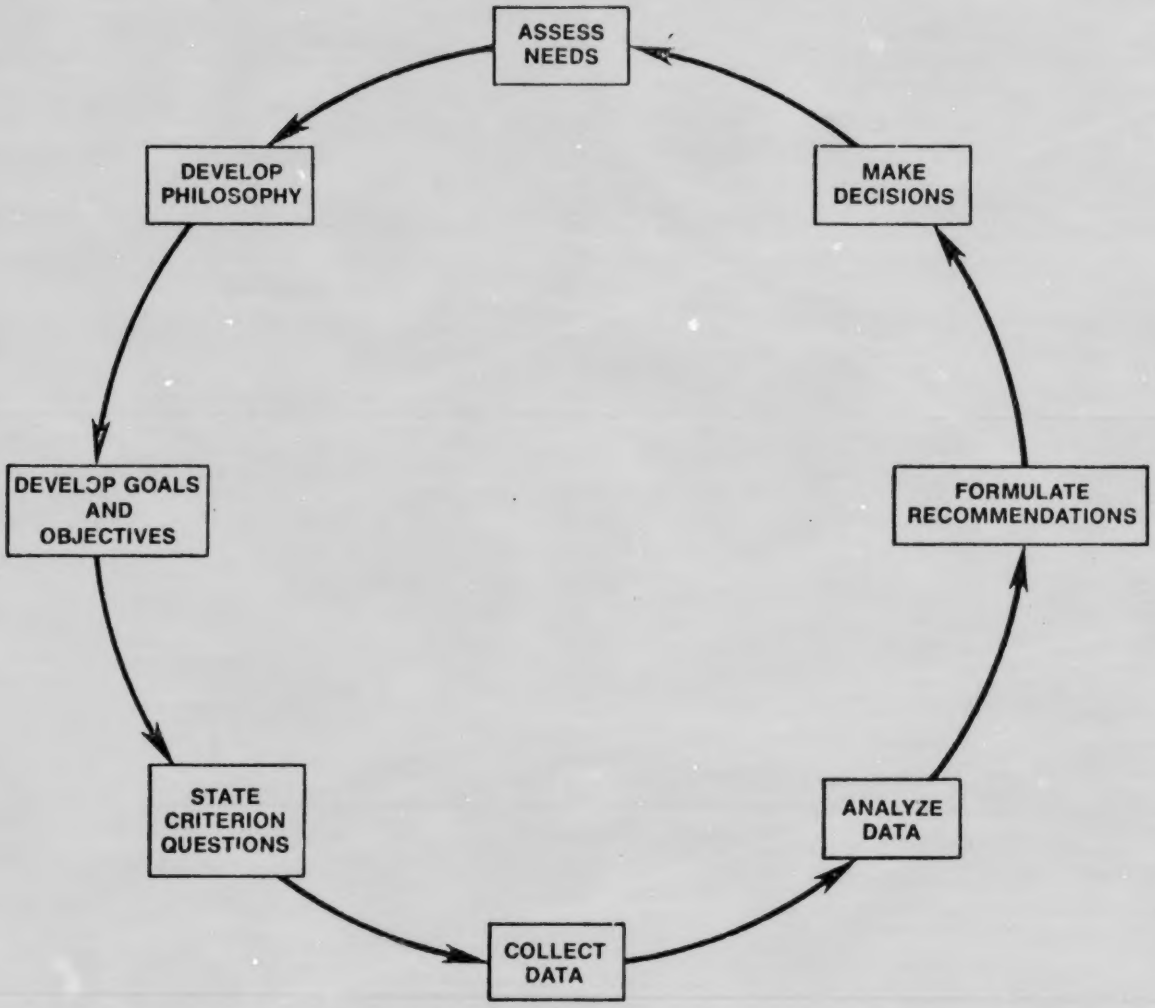

Figure 1

Source: National Center for Vocational Education (1978, p. 9).

Comprehensive Needs Assessment

The comprehensive needs assessment is necessary in order to help identify: (1) where we are and (2) where we need to be. It is essential both to program planning and evaluation. A well-conducted comprehensive needs assessment can provide the information necessary in order to create a solid base for the marketing and distributive education program.

The comprehensive needs assessment is a study of the climate of the community. It seeks to obtain information regarding the need for marketing and distributive workers and how this need may be met in the community through marketing and distributive education. The quality of the information generated by the comprehensive needs assessment will reflect the adequacy of the planning which went into this assessment. Prior to initiating the comprehensive needs assessment, administrative support should be obtained for its conduct. This is generally done by informing the administrator of the following items: (1) the need for the study; (2) the importance of the study; and (3) the benefits to both the school and the community which should result from the study.

The first step in conducting a comprehensive needs assessment would be that of forming a steering committee. This committee should represent a broad spectrum of the community including individuals from the following groups: students, parents, business, labor, education, and minority groups.

The steering committee is an advisory group which assists the conduct of the needs assessment. The steering committee may be a temporary committee which exists just for the purpose of assisting the conduct of the needs assessment. Many times the steering committee becomes a permanent advisory committee for the program. Once a program is planned and an active committee is formed, it generally serves the function of providing information which is helpful for continuing the comprehensive needs assessment.

Either the steering committee or the advisory committee will be able to help identify boundaries of the local community for the needs assessment. Their role should also include that of obtaining support for the needs assessment by assisting in identifying necessary information; obtaining assistance from agencies which can provide this information; assisting in

publicizing the fact that the assessment is being conducted; and helping to disseminate the results.

The steering committee contributes a great deal of information. They are an important component in the comprehensive needs assessment. Other components of this assessment are outlined in Figure 2--A Comprehensive Needs Assessment Model. They include: national, state, area and local community trends and information; the identification of educational and training opportunities in marketing and distributive education; a survey of marketing and distributive businesses; a study of the educational institution which either plans to offer the program or is currently offering the program; a survey of parent-citizen attitudes regarding the program; and a survey of potential student interest in the program. These elements and the steering or advisory committee are interrelated as the committee must consider them in order to obtain a comprehensive needs assessment and obtain effective program planning and evaluation. These elements are discussed herein.

National, state, area and local community information such as economic trends, population trends, employment trends, the specific areas of business and industry which are experiencing growth and/or recession, current occupational opportunities, unfilled job openings which tend to be leading to areas with a high occupational demand and other data provide important information for program planning and evaluation. As a result of obtaining this information, we are able to answer the following questions: (1) What are the needs within the marketing community? and (2) To what extent is the program meeting these needs? According to Salzman (1977, 24), a system of long-term employment forecasting is necessary if marketing and distributive education is to serve employment needs of society effectively. Salzman further indicates that the variables involved in such a forecast should include:

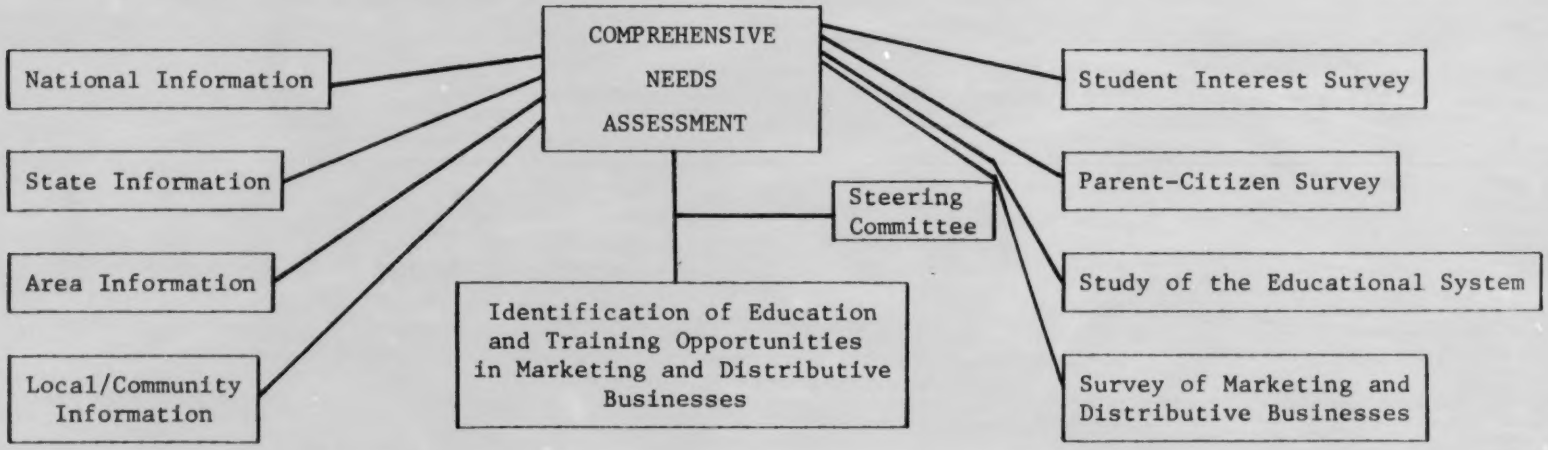

Figure 2

Comprehensive Needs Assessment Model

> (1) employment by age and sex, (2) demand for each type of product or service produced, (3) production requirements in each industry generated by this demand, (4) employment required to reach these levels of production, (5) trends in occupational requirements resulting from technological change, and (6) job openings resulting from retirements and deaths. In addition, estimates must be made of the growth and changing character of the economy, the gross national product, and the national income and its distribution.

Salzman also believes that poor estimates in any of these categories can result in errors in estimated annual demand for workers in a marketing occupation.

Occupational trends and employment requirements shift so rapidly that the challenge of meeting them is a most complex one. Such changes intensify the need to constantly keep abreast of these items in program planning and evaluation. Misallocation of human resources and needless unemployment may result if these factors are not considered.

The local school advisory committee for marketing and distributive education can play an important role in helping educators obtain this data and keep abreast of information necessary for program planning and evaluation. The data necessary at each level--national, state, area, and community--is similar and as a result of their business expertise, the local advisory committee can provide information relative to all levels. Through the advisory committee, marketing and distributive educators have a resource which provides them with an opportunity to become aware of what is occurring in the world of work. In addition, information regarding trends at a particular level may be obtained from government or other agencies at that particular level. The marketing and distributive educator may find that specific information from a particular level may have strong implications for the local program.

National information. National information may be obtained from federal government agencies which provide occupational data and census information. Selected bureaus within the Department of Labor are excellent

resources. Other resources include national offices of the Chamber of Commerce and specific union groups. Annual reports issued by business and industry are also helpful.

Data regarding the national picture may provide only a rough idea of the kinds of training that is necessary. However, many trends such as the recent increase in the number of women in the work force have obvious implications for program planning and evaluation in marketing and distributive education.

State information. This information may be obtained from agencies of the state government which provide employment services, occupational data and data regarding economic development with the state. The state Chamber of Commerce is also a useful resource.

Area information. CETA reports have been helpful in providing information at this level. In addition, area offices of state government agencies providing employment services, occupational data, and data regarding economic development within the state are excellent resources. Local representatives to the state legislature plus congressional representatives and their staff members may also be helpful resources.

Local community information. This information may be obtained through the local chamber of commerce, the local news media, professional and service organizations, and the local school superintendent's annual report. Studies of the local community should include an identification of the educational institutions and opportunities within the community. The marketing and distributive educator will want to carry this study further by asking the following question: What opportunities exist both in the local community and beyond the community for education and training for marketing careers? Identification of the opportunities for training in marketing and distributive education in the community is important. This will help justify program

needs, avoid duplication of program efforts, and assist in developing articulation efforts. It could also be helpful to identify areas where cooperative arrangements could exist for joint training or sponsorship between marketing and distributive education programs and selected marketing and distributive education businesses. Some of this information could be obtained through a survey of the area's marketing and distributive education businesses.

Survey of marketing and distributive businesses. The survey of marketing and distributive businesses can provide specific information regarding training opportunities and other aspects of these businesses. It is through this survey that answers to the following questions are obtained:

1. What kinds of marketing and distributive occupations are there in the community?
2. How many full-time and part-time employment opportunities are available?
3. What are the beginning occupational requirements for each position?
4. What advancement opportunities are there and what are the requirements?
5. What levels of training are desired for the various marketing and distributive occupations?
6. What salaries, benefits, and training are available? (United States Department of Health, Education and Welfare, 1967, 13-15).

Answers to such questions may provoke other questions. Does a need exist for adult education in marketing and distributive education? Does the community have an adequate number of potential training stations for marketing and distributive education? The instrument recommended for use in the survey of marketing and distributive businesses is presented in Appendix A.

Study of the educational system/institution. The importance of understanding the educational institution and the educational system within which the program operates should not be underestimated. The current institutional situation and its existing programs may have a great deal of influence upon program decisions.

Parent/citizen survey. Parental/citizen attitudes may influence enrollment in marketing and distributive education programs from a number of perspectives. If parents/citizens are not aware of the program or are not impressed with it, they will not encourage the rising generation to become involved in it. Those who are aware of the program and are favorably impressed with it may encourage others to enroll.

The parent/citizen survey has also been helpful in identifying potential adult education interest. In some instances, citizens who are associated with marketing and distributive businesses have become aware of the program through the parent/citizen survey. This survey may be conducted as an aspect of an overall parent/citizen survey of vocational education. In Appendix B of their text, Finch and Crunkilton (1979) present a questionnaire which could be used for this purpose.

Student interest surveys. Surveys regarding the vocational interests of students may provide information regarding potential student interest in the marketing and distributive education program. Some educators like to include follow-up of previous students as they study potential student interests. They have found that such studies often illustrate that student aspirations often exceed their capabilities. This has been especially true in the case of marginal students. Uthe, Litchfield and McElroy (1979) have presented student interest surveys in The Coordinator's Handbook as an aspect of an overall student interest survey regarding cooperative vocational education. The marketing and distributive education teacher-coordinator may use these and/or the form included in Appendix B. The form in Appendix B addresses potential interest in the specific marketing and distributive career areas and should help provide critical data for identifying need for specialized programs.

Program Philosophy

Each local school will have a basic set of beliefs about the vocational education program and the role of marketing and distributive education within that program. These basic beliefs or philosophy need to be formally presented in writing. They should reflect the current needs of the community regarding the desired processes and products of the program. The philosophy statement should not be viewed as unchangeable. In fact, societal change has become so pervasive, especially in the area of work and employment, that it is fair to say that a philosophy statement may need to be modified as evidence is present indicating a need for specific change.

Goals and Objectives

The marketing educator will need to develop local program goals and objectives which reflect the philosophy statement. They should also be based on information obtained through the comprehensive needs assessment.

Goal statements express the intent or purpose of the program and objectives are specific measurable statements of the expected outcomes of the program. The objectives guide program implementation and provide the framework for evaluation efforts. They are used as a basis for developing criterion questions which are used in evaluating the program. Therefore, they should be developed with careful consideration.

Statement of Criterion Questions

Criterion questions should be stated for each objective. Through answering the criterion question information will be presented to illustrate the extent to which objectives are being met.

Collecting Data

Data collection is an important aspect of the evaluation process. The type of data collected and the techniques used in collecting the data

will influence the quality of the information learned. It will also influence the degree to which the criterion questions are answered plus the reliability and validity of the information.

A wide variety of research tools are available. Enrollment and attendance records, for instance, can be a tool for obtaining data regarding changes in student attendance and student retention. Other tools are discussed herein and/or presented in the Appendices.

Planning tools can help the total evaluation process and assure that the necessary data is collected. A local plan for marketing and distributive education should be developed. It will indicate where the program is and where the program needs to go. It can also provide information for getting there. Checklists of activities which need to be accomplished and monthly and weekly planning calendars can also be helpful in assuring that tasks are being accomplished. In fact, the weekly calendar will provide both planning and evaluation information. Uthe, Litchfield and McElroy (1979) present some helpful tools. Others are presented in Appendices C and D. It is necessary to determine the type of information which should be collected and how it will be collected.

The type of information collected will depend upon the criterion questions. Generally, three types of data are collected: background, product, and process. If any additional data or data sources are available, they may also be utilized.

Background data. Background data refers to introductory and demographic data regarding the program, teacher(s) and students. The following program data might be collected: the philosophy, goals, objectives, general program description, enrollment data plus other demographic and descriptive data regarding the program itself. Data presented regarding the teacher(s) should include information such as educational background, teaching

experience, occupational experience, plus professional association membership and other leadership activities. Student information of a demographic or descriptive nature might be presented here. Some student information of this nature might be presented as an aspect of product data. As student data is presented, there may be a need to cross-reference selected background data regarding students with product data presentation.

Product data. Product data refers to information regarding the progress of students and/or graduates. According to Erickson (1979), product areas of concern include information regarding skills learned, knowledge developed, problem-solving abilities, safety habits, work attitudes, and employability.

This data may be obtained through teacher appraisal of critical competencies developed; employer/supervisor appraisal using rating scales and interviews; pre-test, post-test studies using testing instruments; student information and student assessment; plus follow-up studies. Uthe, Litchfield and McElroy (1979) have presented tools appropriate for collecting some of this data including Attendance and Work Report Forms and Progress Report Forms.

Follow-up studies of both non-completors and program graduates are an excellent source of product data. Such studies should be conducted using forms presented through the recent Kentucky Placement and Follow-up Project.

Information regarding wages earned, taxes paid, promotions obtained, turnover, etc., would be appropriate product data. The evaluation guide presented in Appendix E may be used to obtain product data regarding each individual student.

Process data. Process data refers to information regarding facilities, plus the instructional processes and procedures used. It usually includes information regarding the teaching-learning process, the curriculum or course of study, the student organization, learning resources available,

supplies and equipment available, and instructional space and laboratory facilities. Erickson (1979, 250-251) listed the following key questions among the process area of concern:

1. Instructional Objectives
   a. Have instructional objectives been prepared for each unit of instruction?
   b. Are the objectives specified in measurable terms?
   c. Are the objectives made known to the students at the start of each lesson?

2. Lesson Plans
   a. Are lesson plans developed for each unit of instruction?
   b. Are the lesson plans prepared in a proper and useful format?
   c. Does the teacher follow the lesson plan in presenting the instruction?

3. Instructional Media
   a. To what extent does the teacher use effective teaching aids?
   b. In what ways are various media used to increase the efficiency or the effectiveness of the instruction?

4. Assessment and Feedback
   a. Are quizzes and examinations based upon the instructional objectives?
   b. Do students receive timely feedback about their performance on quizzes and examinations?
   c. Are the examinations both valid and reliable?
   d. Does the teacher return quizzes and examinations to the students and review their performance on them?

5. Student/Teacher Rapport
   a. Is the teacher always firm and fair in his or her relations with students?
   b. How often is the instructional process disrupted by discipline problems?
   c. How well does the teacher handle discipline problems?
   d. How much respect do students have for the teacher and vice versa?

6. Instructional Facilities
   a. To what degree is the laboratory equipment equivalent to that found in the world of work?
   b. Is a replacement schedule used for all laboratory equipment?
   c. To what degree is the laboratory equipment maintained at a level equivalent to or better than that found in the world of work?
   d. Is all equipment set up in compliance with acceptable safety standards?
   e. Does the amount of laboratory space available per student meet accreditation guidelines?

Questions regarding the training station's role in the instructional process might also be addressed here.

Such questions may be answered through student-oriented techniques; peer-oriented techniques; supervisor-oriented techniques; and teacher self-evaluation. Evaluation team efforts may also address these questions.

Uthe, Litchfield and McElroy (1979) present several instruments which can be used to obtain certain process data including the following: Student's Evaluation of Cooperative Vocational Education, Employer's Evaluation of Cooperative Vocational Education, and the Training Station Evaluation. Other instruments which can be utilized to obtain process data are presented in Appendices F through I.

Additional data. Additional data may be helpful in determining the degree to which criterion questions have been met. Such data also provides other inputs for product evaluation.

Additional data and additional data sources may include reports by professional associations, accrediting agencies, and supervisors. Personnel evaluations and cost-benefit studies plus other evaluation materials by students, teachers, counselors, administrators, business representatives, laypersons and/or review teams may be considered as additional data sources.

Data Analysis

Data analysis should be appropriate for the information collected. Simple descriptive statistical techniques such as frequencies, percentages, means and medians are often computed and illustrated through appropriate graphs, tables and other visual methods.

Form Recommendations

Evaluators, teachers, and advisory committee members should study the findings. Recommendations should be made based upon the conclusions reached

through the findings. Hopefully, these findings will lead to recommendations for program improvement.

A final report should be prepared presenting results and recommendations. The final report may be disseminated to appropriate persons such as administrators, advisory committee members, laypersons and others interested in the program.

Recycle for Improvement

The teacher should assume the leadership role in implementing program changes that are within his/her authority and responsibility. Others may need administrative and/or board support. Program changes should be congruent with the needs identified through the comprehensive needs survey.

Summary

An evaluation process model for marketing and distributive education was presented in this chapter. Components of the model were indicated as follows: a comprehensive needs assessment, the development of the program philosophy, the development of goals and objectives for the program, the statement of criterion questions based on the goals and objectives, the collection of data, data analysis, determining recommendations, and making decisions which lead to program improvement.

In addition, planning tools and research tools which help to implement this model were discussed. Some of the specific discussed research planning and evaluation tools are presented through the Appendices. The next chapter presents findings, conclusions and recommendations.

Chapter 4

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The information obtained through this project helped the researcher to reach certain conclusions. As a result of these conclusions, recommendations were made for both additional research and for effectively implementing the evaluation process model. Research and other tools which should be utilized in implementing the process model were also recommended.

Findings, conclusions and recommendations are presented in the following manner. Each finding is presented followed by additional research data supporting this idea. Conclusions and recommendations follow each finding and research citation(s). All recommendations are underscored.

1. Findings support the notion that in the process of program planning and evaluation, neither advocates of the generalist approach or the specialist approach has obtained hard data to support a position regarding the superiority of one program over another. To date, the literature is limited to "I believe this about that" statements or empirical evidence. This supports the Eggland (1977) research plus additional statements by Eggland (1980) during the National Marketing and Distributive Education Conference. Because program planners desire to implement the most effective programs for marketing and distributive education and there is a lack of hard data available regarding the effectiveness of one approach over another, it is recommended that research be carefully designed to protect against bias and conducted in order to compare the effectiveness of one program approach vs. the other

in marketing and distributive education programs. It is further recommended that results of such research be utilized as one input in program planning and evaluation for marketing and distributive education.

2. Planning and evaluation are interrelated. This concept is depicted through the evaluation process model, and supports information expressed by Wentling and Lawson (1975). Because planning is necessary for effective evaluation and vice versa, it is recommended that planning tools such as those mentioned in Chapter 3 of the research report be used by marketing and distributive educators in order to improve program planning, program development and implementation, plus program evaluation efforts. It is further recommended that evaluation tools such as those illustrated and described in the Appendices be used to assist in evaluation efforts. It is also recommended that marketing and distributive educators be required to develop an annual report which describes the evaluation efforts of the local program.

3. As the public is asked to invest additional dollars in vocational education, the issue is not: Do we evaluate? The issue has become: How do we evaluate? Wentling and Lawson (1975) express this idea as they discuss the mandates for evaluation in vocational education.

a. Because legislation mandates evaluation of vocational education, it is recommended that marketing and distributive education programs use all available inputs in order to implement the evaluation process model for marketing and distributive education.

b. Because a number of specific tools and criteria have been developed for the evaluation of both vocational education and marketing and distributive education, it is recommended that secondary marketing and distributive education programs in Kentucky continue to be evaluated using the program evaluative criteria

established by the National Study of School Evaluation (1978). It is further recommended that marketing and distributive education programs continue to be evaluated as an aspect of the statewide program review effort. It is also recommended that teacher educators continue to be involved in this process. It is recommended that the evidences for verification of program standards constantly be reviewed to assure that they are measuring actual outcomes of the proposed standards. Should statewide program review efforts for vocational education be updated or changed, it is recommended that marketing and distributive education continue to be included in these statewide evaluation efforts.

c. Because the national marketing and distributive education community is concerned with program planning, program review and evaluation plus improvement efforts, it is recommended that Kentucky marketing and distributive education teacher educators and state staff members keep up-to-date with: (1) what is occurring in this national arena; and (2) its implications for marketing and distributive education in Kentucky.

d. Because teachers and prospective teachers need to answer the question, "How do we evaluate?", the following action is recommended:

(i) a series of in-service activities should be designed to make teachers aware of the importance of: (1) evaluation and the need for it; (2) the evaluation model and the planning and research tools associated with it. In-service activities should be designed to address how marketing and distributive education teachers should use specific planning and evaluation tools in order to obtain valid and reliable data.

(ii) teacher educators should review pre-service education components to assure that prospective teachers of marketing and distributive education are being prepared to assume their responsibilities for program planning and evaluation. Prospective marketing and distributive education teachers must also be aware of the importance of: (1) evaluation and the need for it; and (2) the evaluation model and the planning and research tools associated with it. They should be aware of how to use specific planning and evaluation tools in order to obtain data which is valid and reliable.

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APPENDICES

APPENDIX A

SURVEY OF MARKETING AND DISTRIBUTIVE BUSINESSES

Name of Firm:_____ Name of Person Interviewed:_____

Type of Business:_____ Title of Person Interviewed:_____ Phone #_____

JOB POSITION NAME	BRIEF DESCRIPTION OF JOB	Full or Part Time	Number Employed	Number of Current Openings	Number of Workers Needed Due to Turnover, Expansion, etc.						LOCAL SUPPLY OF EMPLOYEES QUALIFIED FOR THIS POSITION		
					Next 12 Months		Next 3 Years		Next 5 Years		Scarce	Adequate	Surplus
					Full Time	Part Time	Full Time	Part Time	Full Time	Part Time			

QUESTIONS	SPACE TO RECORD ADDITIONAL COMMENTS/SUGGESTIONS
1. Do you need additional employees during peak seasons? _____No _____Yes; When are the peak seasons for your business? _____ _____ _____ 2. Would your business be willing to cooperate with the local school in providing a learning opportunity on-the-job for student(s) desiring training in careers in marketing? _____No _____Yes 3. Would a representative of your firm be interested in acting in an advisory capacity to help upgrade or develop programs for marketing and distributive education? _____No _____Yes	

Signature of Interviewer_____ Date of Interview_____

APPENDIX B

STUDENT INTEREST SURVEY

Name_____ Telephone_____

Home Address_____

1. What are you planning for your life work? _____
   _____
   _____

2. Would you like to learn more about how to progress from where you are now to where you would like to go in your life's work? ____Yes ____No

3. Indicate your interest in learning more about how you might enter or advance in one or more of the following career areas. Place a check in the space provided beside each career area that you would be interested in studying.

   ____ Advertising and Display Services: copywriter, media buyer, display manager, direct-mail specialist, broadcast announcer and advertising manager.

   ____ Apparel and Accessories Marketing: Salesperson, buyer, manufacturer's sales representative and merchandise manager.

   ____ Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing: parts counterperson, automobile salesperson, manufacturer's sales representative, farm equipment dealer and zone manager.

   ____ Finance and Credit Services: bank teller, securities salesperson, brokerage clerk, credit manager and mortgage broker.

   ____ Floristry, Farm and Garden Supplies Marketing: floral trimmer, floral designer, buyer of farm supplies, feed and seed salesperson, floral wholesaler and florist.

   ____ Food Services Marketing: food vendor, service salesperson, dining room supervisor, maitre d', catering manager, food and beverage control manager and restaurant manager.

   ____ General Merchandise Retailing: credit interviewer , customer service clerk , credit investigator , salesperson , department manager , buyer , display manager and merchandising manager .

   ____ Hardware and Building Materials Marketing: parts counterperson, freight handler, purchasing agent, parts manager, manufacturer's sales representative, zone manager and store manager.

   ____ Home Furnishings Marketing: home furnishings sales, furniture appraiser, antique dealer, floor covering estimator and furniture inspector.

____ Hotel, Motel and Lodging Services: front desk clerk, sales representative, front desk manager, convention coordinator, reservation manager, camp manager and hotel/motel manager.

____ Industrial and Institutional Marketing: materials handler, marketing research interviewer, purchasing agent, traffic manager, commission broker and salesperson.

____ Insurance: claims processor, estate planner, insurance salesperson or insurance agent.

____ International Marketing: import-export clerk, export traffic manager, trader, foreign salesperson and customs house broker.

____ Personal Services Marketing: rental clerk, funeral attendant, pet shop salesperson, cemetery director, leasing agent, kennel operator and beauty shop manager.

____ Petroleum Marketing: jobber, field representative, bulk plant manager, marketer, fuel agent, service station attendant and service station manager.

____ Real Estate Marketing: title clerk, right-of-way buyer, resident manager, appraiser, lease buyer, real estate agent, condominium manager and industrial development manager.

____ Recreation Marketing: booking agent, reservation agent, salesperson, buyer, golf club manager and theater manager.

____ Transportation and Travel Marketing: airline attendant, rate clerk, ticket agent, cargo agent, stationmaster, travel agent, group tour sales manager and terminal manager.

____ Business Services Marketing: telephone surveyor, employment interviewer, auctioneer, liquidator, professional demonstrator, jobber, broker, sales consultant, store security designer and distributor.

____ Entrepreneurship: business ownership and management.

4. Would you be interested in enrolling in a course designed to help you learn more about marketing? ____Yes ____No

5. Do you intend to go to college? _____ Where? _____

6. In what extra-curricula activities have you taken part? _____
_____

7. Times tardy this year _____ Reasons _____

8. Times absent this year _____ Reasons _____

9. Have you ever worked? _____ List firms and approximate dates of employment? _____
_____
_____

10. Are you employed now? _____ With what firm? _____

11. List three teachers who are teaching you now: 1. _____;
2. _____; 3. _____.

Your Signature_____

Year in School_____

APPENDIX C

LOCAL PLAN FOR MARKETING AND DISTRIBUTIVE EDUCATION

A local plan for marketing and distributive education should include the items outlined herein:

I. Mission of distributive education
   - A. 1. State the basic beliefs of the distributive education program to the extent that you accept them as broad goals of the program.
   - 2. State the philosophy of the total education program in your community.
   - B. 1. State immediate goals of your local distributive education program (within one year).
   - 2. State long-range goals of your local distributive education program (within five years).

II. Plan for supervision and administration of distributive education
   - A. Briefly describe the job responsibilities of those responsible for the supervision and administration of distributive education at the local and state levels.
   - B. In a chart, show the line and staff relationships of those responsible for the supervision and administration of distributive education at the local and state levels.

III. Economic and education data
   - A. Manpower needs
     1. State number of distributive businesses and number of full-time and part-time employees in each type for your local community. (State source of information.)
        - a. Retail
        - b. Wholesale
        - c. Service
     2. State estimated number of jobs in each category (full-time and part-time) needed (a) in the next year (b) in the next five years. Consider those needed to replace workers who retire or who leave and those needed as additional workers.
   - B. Educational needs
     1. Present enrollment
        - a. Indicate number of high schools in school system with enrollment in each grade 9-12.
        - b. List name of high schools offering distributive education and enrollment in each course in each school by student classification (regular, disadvantaged, handicapped).
        - c. Indicate number of adults enrolled in each course offered last year.
     2. Projected enrollment for five years
        - a. As above
        - b. As above
        - c. As above

IV. Program of instruction
(Give title and behavioral objectives of each course, specifying U.S.O.E. Instructional Codes for the careers taught in each course,

---

Source: Crawford and Meyer (1972, 126-129)

and projects and planned experiences. List textbooks and resources to be used.)

A. Secondary curriculum offerings
B. Adult curriculum offerings
C. Post-secondary curriculum offerings
D. Offerings below secondary level

V. Method of vocational application
   A. Cooperative plan
      1. State criteria for selecting training stations.
      2. State procedures for ensuring a well-rounded program of on-the-job training. (Give example of a training plan.)
   B. Project plan
      1. Briefly describe distributive education classroom-laboratory facilities.
      2. Describe provision for students and teacher-coordinator to spend adequate time to obtain desired learning experiences over and above experiences in the regular distributive education class.

VI. Guidance activities of DE teacher-coordinator.
   A. Prepare guidance plan for the coming year.
   B. Describe provisions for placement of graduates.

VII. The distributive education staff
   A. Give names and professional status of all distributive education personnel. (State degrees held and certification status of each.)
   B. Describe teaching load of distributive education personnel.
      1. Give last year's enrollment in each section of each course taught by a DE teacher-coordinator.
      2. List non-teaching duties, such as homeroom, cafeteria, bus duty.
   C. Describe provisions for extended contract.
      1. State number of months of employment for all distributive education personnel.
      2. Outline the duties required of those employed during the summer months.

VIII. Provisions for a local DECA chapter
   A. State purposes of a local DECA chapter
   B. Describe in detail a Program of Activities for the local DECA chapter for the ensuing year.
   C. Prepare a tentative DECA chapter budget and indicate the means of financing the activities described in B above.

IX. Physical facilities
   A. To supplement the description of the DE classroom laboratory in item V. B. 1. of this outline, list the major facilities and equipment available to distributive education.
   B. List equipment and facilities needed and write justification for each item or group of items.
   C. Describe office facilities provided for distributive education personnel.

X. Local and community resources
   A. Advisory committee
      1. List the advisory committees and/or steering committees used during the past year.

2. List any changes in number or types of advisory committees for the coming year.
3. Describe plan for rotation of members, frequency of meetings, and major activities of the advisory committees

B. State Employment Service and other agencies concerned with manpower needs
1. Describe provisions for working with these organizations.
2. Describe any joint efforts between distributive education and the State Employment Service or other agency.

XI. The adult program
A. Describe provision for supervision and coordination of adult classes.
B. List types of classes to be offered during the coming year.
C. Describe sources of instructors for adult classes.
D. Describe provision for training adult instructors.

XII. Evaluation
A. Describe procedures for evaluating.
1. On-the-job training
2. Projects
3. Adult classes
B. Attach any forms used in evaluating various phases of the program.
C. Describe provision for follow-up study of graduates and other surveys.
D. Describe plan for evaluation of total distributive education program. Indicate instrument to be used.

XIII. Reports
A. List the statistical and descriptive reports required of distributive education personnel by the local administration and the state supervisor of distributive education.
B. Note date due by each report listed.

XIV. Reimbursement
Attach a statement concerning the schedule of reimbursement for various aspects of the distributive education program.

APPENDIX D

WEEKLY PLANNING CALENDAR AND EVALUATION

The weekly planning calendar enables the teacher coordinator to plan activities for the upcoming week and to record progress for the week just past. Activities for the upcoming week are placed on the front of the form (See Sample). The evaluation is placed on the back of the form. The weekly evaluation guide questions are helpful to the teacher-coordinator in assessing the activities of the previous week.

WEEKLY PLANNING CALENDAR

Original on desk of Administrator by Monday morning.

Plan for week of _____ through _____ _____
Name

MONDAY	Order films for unit, "Education for Young Workers" Coordination visits in Towers Shopping Center: A&P — Johnny Smith Rose's — Mary Doe Brown's — Susie Jones Merritt's — Joe Bloom
TUESDAY	Conference with following students: Jane Brown, John Jones, and Sara Smith Faculty meeting 3:30 Supervise adult class in visual merchandising (7:00-9:30)
WEDNESDAY	Conference with guidance counselor about program for 10th grade assembly Coodination visits in downtown area: Ivey's — Mary Johnston Lazarus — Lucille Wiggins Grant's — John Adams Woolworth's — Frances Wright
THURSDAY	See reporter for High School paper about news story concerning DECA District Meeting See reporter for City papers about news story about adult class Arrange for field trip to Advertising Department of City papers
FRIDAY	Prepare weekly calendar Write evaluation of last week's activities Order materials for bulletin board display

REMARKS: _____

PROGRESS REPORT

Report for preceding week _____

Instruction

Guidance

DECA

Public relations

Program development

Professional development

WEEKLY EVALUATION GUIDE

Instruction

. . . What specific projects were used in teaching and what were the results?
. . . What evidences were there of individual student progress on the job or in class resulting from training?
. . . What new sources of information were discovered and used? What were results?
. . . What methods, visuals, etc., were used successfully?
. . . What evidences were there that classroom instruction was successfully applied to job performance? adults? students?

. . . How was the business community and its resources used in instruction?
. . . What adult instructors were located and trained?
. . . What evaluations were noted from classes taught by local or area adult instructors?

Guidance

. . . What plan has been developed for conducting a year round guidance program?
. . . What work was done with the guidance department? What were results?
. . . What special guidance activities were held and how successful were they?
. . . What guidance problems were solved and how?
. . . What special needs of students were met through the program? (Work with dropouts, etc.)
. . . What techniques proved effective in helping students select career objectives?
. . . What progress was made by students in selecting or attaining career objectives?
. . . What were results of interviews with students considering DE?

DECA

. . . What student progress or achievement was noted from participation in club activities?
. . . What leadership potential was revealed for student participation in contests, scholarships, state elections, etc.?
. . . What techniques proved successful in making the club co-curricular?
. . . What club projects were completed and what were the results?
. . . What progress was made in developing local scholarships?
. . . What results were there from follow-up with alumni?

Public Relations

. . . How were various groups and individuals involved in program and what were results?
. . . What specific evaluations of the program were given by merchants, parents, school administrators and other teachers?
. . . What newspaper, radio or TV publicity was done this week?
. . . What were the results from contacts or activities with civic or trade groups?
. . . What requests for assistance were received from business, civic, and trade groups, other teachers and school administrators?
. . . What articles were submitted for publication in The DECA Distributor?

Program Development

. . . What individual or group activities were carried out that increased program understanding and support? With whom? What were results?
. . . What yearly goals have been made for program improvement and expansion, and what progress has been made in implementing them?
. . . What were results of work with advisory committees?

. . . What evaluations resulted from the Annual Follow-Up Survey? How was information used for program development?
. . . What needs were revealed through the community survey and what steps were taken to implement action?
. . . What new equipment or supplies were purchased?
. . . What projection has been made to show future growth and expansion of program?
. . . Was an annual program evaluation made in writing, and what use was made of it?

Professional Development

. . . What in-service workshops, staff meetings, civic or professional meetings were attended?
. . . What role was played in community service?
. . . What outstanding books or articles were read and how did they prove helpful?
. . . What problems were recognized and what steps were taken to solve them?
. . . What help needed from the area supervisor was identified, and what steps were taken to seek it?
. . . What steps were taken toward pursuing graduate study in Distributive Education?
. . . What articles, information or ideas were contributed to the DE Newsletter?

Sources: Crawford and Meyer. Organization and Administration of Distributive Education and Virginia Distributive Education Service, Teacher-Coordinator's Operations Manual.

APPENDIX E

A STUDENT'S PROGRAM EVALUATION GUIDE

Name_____ Sex_____ School_____

Coordinator_____ Year_____

A. EDUCATIONAL OPPORTUNITY
   1. Enabled student to complete high school
   2. Improved in other school subjects
   3. Became interested in continuing education

B. VOCATIONAL COMPETENCY
   1. Learned work habits
   2. Preferred as a worker by store
   3. Developed special talents
   4. Advanced because of training

C. CIVIC AND SOCIAL DEVELOPMENT
   1. Took part in community activities
   2. Gave better Service
   3. Became a better consumer

D. INDIVIDUAL GROWTH
   1. Improved in appearance
   2. Learned responsibility and self-discipline
   3. Learned to work with people
   4. Gained personal satisfaction

This instrument is designed to assess the value of the program to each individual student. It was developed by Dr. N. Kneeland and is used by marketing and distributive education teachers in Virginia public schools.

The criteria of the instrument are divided into four groups: Educational Opportunity, Vocational Competence, Civic and Social Development, and Individual Growth. Facts normally gathered from student interviews, guidance personnel, school authorities, parents, other teachers, training sponsors, and employees provide the basis for the analysis. It is suggested that a check sheet patterned after the evaluative guide be prepared for each student, so that each student rather than the exceptional cases can be evaluated.

APPENDIX F

STUDENT RATING OF TEACHER

Part I: Overall Rating

In general, how good is this teacher? In the blank opposite the word RATING below, place a 1, 2, 3, 4, 5, 6, or 7, to indicate what you think would be a proper rating for your teacher on this scale:

1) as poor as any teacher could be
2) a little better than the poorest teacher
3) not quite as good as the average teacher
4) like the teacher you consider average
5) a little better than the average teacher
6) not quite as good as the best teacher
7) as good as any teacher ever is.

RATING_____

Part II: Check a response for each of the following items:

1) Presentation of the lesson may be described as:
   _____ well organized
   _____ poorly organized
   _____ confusing

2) Assignments may be described as follows:
   _____ only reasonable assignments made
   _____ assignments excessive
   _____ unnecessarily light

3) Discipline may be described as follows:
   _____ too strict?
   _____ about right?
   _____ not strict enough?

4) Tests may be described as follows:
   _____ fair
   _____ too hard
   _____ too easy

5) The subject matter may be described as:
   _____ always boring
   _____ presented in an interesting manner
   _____ sometimes boring but no more than most other classes

6) The teacher's voice and speech may be described as:
   _____ pleasant and easily understood
   _____ too slow and monotone
   _____ too fast

7) Classroom activities may be described as:
   _____ not varied enough
   _____ varied and interesting
   _____ comparable to other classes

8) The teacher is:
_____ friendly
_____ unfriendly
_____ was friendly to some but not to all of the students

9) The teacher's knowledge of subject matter is:
_____ adequate; could answer questions
_____ inadequate; could not answer questions

10) If the student doesn't understand subject, the teacher:
_____ explains things clearly
_____ makes the student more confused than before

11) In this class, does your teacher:

	Always	Usually	Never
1. Make objectives known at the start of each lesson?			
2. Present information in an organized manner?			
3. Use a variety of methods and media such as films, discussions, etc.?			
4. Use objectives as the basis for test questions?			
5. Review tests with the class shortly after they are graded?			
6. Report test scores shortly after they are taken?			
7. Make firm but fair decisions in his or her relations with students?			
8. Handle discipline problems as they occur?			

Part III: Answer the following questions in the space provided. If additional space is necessary, use the back of this page.

1. Do you think I am a good teacher?

____Yes; Why? _____

_____

_____

____No; Why not? _____

_____

_____

2. What do you like best about my teaching?

_____

_____

_____

3. What do you like least about my teaching?

_____

_____

_____

4. Please suggest one or two things that you think I might do in order to become a better teacher.

_____

_____

_____

_____

APPENDIX G

COOPERATIVE EDUCATION

Training Station Evaluation by Student

Trainee's Name _____

Employer (Company) _____ Supervisor's Name(s) _____

_____

1. Present duties _____
   _____
2. How long employed by above company? _____ weeks
3. Is your job what you expected it to be ___yes ___no; Explain: _____
   _____
   _____
4. Were you given ample instruction when you started the job? ___Yes ___No
5. Are you under daily supervision?
   If so, name supervisor _____ ___Yes ___No
6. Are you given helpful instruction when needed? ___Yes ___No
7. Are fellow employees friendly and courteous? ___Yes ___No
8. Do you feel advancement available if working full time? ___Yes ___No
9. Were the Company's rules and regulations explained clearly? ___Yes ___No
10. Please rate your supervision on the following points:

Introducing you to all employees in department	___good	___average	___poor
Explaining changes which affect you	___good	___average	___poor
Interest in you and your job	___good	___average	___poor
Follow-up counseling	___good	___average	___poor

11. Working conditions in your business are . . . (Explain) _____
    _____
12. What can you suggest that would better the working conditions for future cooperative training student-trainees? _____
    _____
13. General comments to evaluate your training station not included in the above questions: _____
    _____
    _____
    _____

APPENDIX H

Student Evaluation:

The Student Organization

Directions: Please answer each question in order to help us evaluate the effectiveness of the student organization.

1. Name of student organization_____

2. Are you an ____officer ____member ____representative ____non-member

3. Purpose of organization as you know it:_____

_____

_____

_____

4. Do you feel the organization ___achieves, ___partially achieves, ___does not achieve, its purpose or objectives?

5. If you are not a member, please indicate why. _____

_____

_____

6. If you are a member, do you attend ___all, ___most, ___some, ___none of the meetings?

7. Do you feel most members of the organization are ___very interested, ___very active, ___somewhat active, ___indifferent?

8. Do you feel the advisor(s) of the organization is/are ___very interested, ___somewhat interested, ___indifferent?

9. Do you feel that the organization's advisor(s) and officers cooperate to serve the needs and interests of its members?
___definitely ___somewhat ___not at all

10. What suggestions do you have for improving this organization?

_____

_____

_____

_____

_____

APPENDIX I

I. 1. Field Trip Evaluation - For Teacher Use

Place to be Visited:_____ Date(s):_____
Reason for Visit:_____
_____

Directions: Check appropriate answer for each question.

1. Have you discussed the purpose of the field trip with your students? ___Yes ___No
2. Have you discussed the possibility of the field trip with the class considering the time, expense, etc.? ___Yes ___No
3. Are these purposes in writing for students to refer to during the field trip? ___Yes ___No
4. Have you, with student representatives, made arrangements for the trip? ___Yes ___No
5. Have you obtained written permission from student's parents or guardians for the field trip (if necessary)? ___Yes ___No
6. Have you made arrangements with personnel at the place to be visited? ___Yes ___No
7. Have all dates and schedules been confirmed? ___Yes ___No
8. Have transportation arrangements been confirmed? ___Yes ___No
9. Have monies been collected and recorded, in writing? ___Yes ___No
10. Have students received written instruction concerning the trip? ___Yes ___No
11. Have arrangements been made for additional supervisory help? ___Yes ___No
12. Are students assigned to groups? ___Yes ___No
13. Have hosts been introduced to each group? ___Yes ___No
14. Have you warned students of possible hazards? ___Yes ___No
15. Have you reemphasized the purpose of the trip and related it to the topic being studied? ___Yes ___No
16. Have you encouraged students to take notes and ask questions? ___Yes ___No
17. Have you planned follow-up activities with the class? ___Yes ___No
18. Have you presented the administration with a written evaluation of the field trip? ___Yes ___No

I. 2. Field Trip Evaluation - For Student Use

Place Visited:_____ Date(s):_____

1. What was the purpose of this field trip?_____

2. Did you obtain answers to the questions you had before the trip?

3. In general, was the field trip worth the time and expense?

4. What was the most worthwhile part of the trip?_____

5. What was the least valuable part of the trip?_____

6. List some of the things that you discovered on the field trip?

7. What are some questions that you would like to study as a result of the field trip?

8. Could you suggest ways of improving the trip?_____

I. 3. Guest Speaker Evaluation

SPEAKER _____ DATE _____

CLASS _____

STUDENT _____ (optional)

Please respond to the following questions by circling the appropriate answer (NA = Not Applicable, Ex = Excellent, P = Poor, and Av = Average). Please make comments that you feel are relevant.

ITEM	RESPONSE	COMMENTS
1. Was the purpose (objectives) of the speaker's visit made clear?	Yes No NA	
2. Was the presentation well organized?	Yes No NA	
3. Were the important ideas of the speaker clearly presented?	Yes No NA	
4. Did the speaker encourage the audience to ask questions?	Yes No NA	
5. Was the speaker stimulating? Did he or she increase your desire to learn more about the topic?	Yes No NA	
6. In comparison to other speakers you have heard, how would you rate this speaker?	Ex Av P	
7. Did the topic relate to your class discussion?	Yes No NA	
8. Was the preparation done prior to the speaker's presentation complete?	Yes No NA	
9. Was the follow-up activity assignment clear and related to the speaker's presentation?	Yes No NA	
10. Other comments		

Source: Ideas and items taken from Tim L. Wentling's Locally Directed Evaluation Guide Series, and from Manual for Community Resources Utilization, University of Illinois, Urbana, and the Division of Vocational and Technical Education, Springfield, Illinois.

I. 4. Learning Activity Package Opinionnaire

LEARNING ACTIVITY PACKAGE OPINIONNAIRE

I. SPECIFIC REACTIONS

INSTRUCTIONS: Please read each of the following statements. Circle the term on the right of each statement that most nearly represents your opinion of this learning activity package. The terms on the right are defined as follows:

SA	A	D	SD
Strongly Agree	Agree	Disagree	Strongly Disagree

Your carefully considered responses will definitely be used in our revision of this package!

1. I easily understood each of the learning activity package objectives before I began working with the learning experiences..... SA A D SD
2. Each learning experience assisted me in achieving its related objectives..... SA A D SD
3. I was well aware of my progress (or lack of progress) as I worked through this learning activity package..... SA A D SD
4. The evaluations (self-tests, rating sheets, checklists) measured my achievement of the objectives..... SA A D SD
5. The learning experiences made the best use of my time in achieving objectives..... SA A D SD
6. I felt that the instructional materials helped me achieve the learning activity package objectives..... SA A D SD
7. I feel that the performance objectives included in this learning activity package are important to my success in this program..... SA A D SD

II. GENERAL REACTIONS

INSTRUCTIONS: In this section we want your reactions to *any* aspects of the learning activity package that you like or dislike.

1. What did you like *best* about this learning activity package?
   A.
   B.
   C.
2. What did you like *least* about this learning activity package?
   A.
   B.
   C.
3. Any additional comments?

Source: Finch and Crunkilton (1979, 269).